SCIENCE
Subset of the California Content Standards
For Students with Significant Disabilities

INVESTIGATION AND EXPERIMENTATION

Descriptive Statement: The skills of asking meaningful questions and conducting careful investigations are important in the completion of most tasks in everyday life. Students will be able to compare, sort, observe, communicate and describe objects leading to developing their own questions and performing investigations.

Science Standard 1 Investigation & Experimentation Kindergarten – 4.d CAPA Levels 1-5	**Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight)**

Functional Performance Indicators:

1. Attend to two or more presented unlike objects
2. Match two like objects
3. Sort objects by color
4. Sort objects by shape
5. Sort objects by texture
6. Sort objects by size
7. Sort objects by weight
8. Describe one common attribute between two objects

Science Standard 2 Investigation & Experimentation Kindergarten – 4.a CAPA Levels 1-5	**Observe common objects by using the five senses**

Functional Performance Indicators:

1. Smell various scents
2. Taste different textures/foods
3. Attend to visual material
4. Attend to sounds
5. Explore textures
6. Explore and describe types of scents/flavors/sights/sounds/textures
7. Show preference for scents/flavors/sights/sounds/textures

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Science Standard 3 Investigation & Experimentation Kindergarten – 4.e CAPA Levels 2-5	**Communicate observations orally and through drawings**

Functional Performance Indicators:

1. Draw simple picture (e.g., house, happy face, etc.)
2. Label objects/pictures presented
3. Use pictures/symbols to express observations

Science Standard 4 Investigation & Experimentation Kindergarten – 4.c CAPA Levels 1-5	**Describe the relative position of objects by using one reference (e.g., put on, in, above or below)**

Functional Performance Indicators:

1. Follow simple positional receptive instruction (e.g., put water in bowl)
2. Position objects by using one reference (e.g., in, on, above, etc.)
3. Describe the positions of 2 differently placed objects
4. Describe the position of an object in relation to another object in the environment

Science Standard 5 Investigation & Experimentation Second Grade – 4.c CAPA Levels 2-5	**Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).**

Functional Performance Indicators:

1. Sort 2 different types of animals or objects (e.g., dogs, cats)
2. Sort objects by color and shape
3. Sort objects by shape and texture
4. Sort objects by size and weight
5. Compare and describe similarities of 2 specific objects

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Science Standard 6 Investigation & Experimentation Kindergarten – 4.b CAPA Levels 2-5	**Describe the properties of common objects**

Functional Performance Indicators:

1. Identify the color of an object
2. Identify the size of an object
3. Identify the shape of an object
4. Identify the texture of an object
5. Identify the weight of an object
6. Describe one property of a given object/picture
7. Describe 2 properties of a given object/picture
8. When given 2 common objects, describe the common properties

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PHYSICAL SCIENCE

Descriptive Statement: The concepts of force and motion are important in the completion of most tasks in everyday life. Learning to use energy efficiently and safely can increase productivity, promote access to recreational activities and develop skills in personal care.

Science Standard 7 Physical Science Second Grade – 1.e CAPA Levels 1-5	**Students know objects fall to the ground unless something holds them up**

Functional Performance Indicators:

1. Explore gravity by causing different objects to fall (e.g., feather, balloon, ball, etc.)
2. Follow receptive instructions to drop different objects to the ground
3. Hold object and release upon request

Science Standard 8 Physical Science Second Grade – 1.c CAPA Levels 1-5	**Students know the way to change how something is moving by giving it a push or a pull. The size of the change is related to the strength or the amount of force of the push or pull.**

Functional Performance Indicators:

1. Roll a ball, push a toy car
2. Push an object/switch
3. Pull an object/switch
4. Identify 2 amounts of force, such as pushing a ball lightly or harder to make it move
5. Pull a door open/closed
6. Push a door open/closed
7. Indicate whether an action is a push or pull
8. Use push/pull motion to operate a tool or equipment (e.g., push a broom/vacuum)

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Science Standard 9 Physical Science Kindergarten – 1.a CAPA Levels 2-5	**Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).**

Functional Performance Indicators:

1. Manipulate flexible objects (e.g., GAK, playdough, rubber bands)
2. Identify the color of an object
3. Identify the size of an object
4. Identify the shape of an object
5. Identify the texture of an object
6. Identify the weight of an object (e.g., heavy/light)
7. Identify what material(s) an object is made of
8. Describe one property of a given object/picture
9. Describe 2 properties of a given object/picture
10. When given 2 common objects, describe the common properties
11. Identify/demonstrate the floating and sinking of objects
12. Use magnets to move an object

Science Standard 10 Physical Science Kindergarten – 1.b CAPA Levels 2-5	**Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.**

Functional Performance Indicators:

1. Identify ice cube/water
2. Identify that a melted ice cube is now water
3. Demonstrate how water changes from one state to another (e.g., putting ice cube tray filled with water into the freezer)
4. Identify/label solid form of water and liquid form of water
5. Identify environmental sources of solid and liquid water (e.g., rain, hail, snow)

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Science Standard 11 Physical Science First Grade – 1.b CAPA Levels 2-5	**Students know the properties of substances can change when the substances are mixed, cooled or heated.**

Functional Performance Indicators:

1. Identify difference between hot and cold
2. Identify that substances can change from hot to cold, solid to liquid and vice versa
3. Follow a simple no-bake cooking recipe (e.g., cheesecake, no bake cookies, instant pudding)
4. Follow a simple heated recipe (e.g., Easy Mac, refrigerator/pull-apart cookies)
5. Follow simple mixing and cooking recipe (e.g., jello, cake mix, pancakes)
6. Describe what happens when two substances are mixed together (e.g., vinegar and baking soda, plaster and water)

Science Standard 12 Physical Science Second Grade – 1.a CAPA Levels 2-5	**Students know the position of an object can be described by locating it in relation to another object or to the background.**

Functional Performance Indicators:

1. Indicate the relative position of an item by use of preposition(s) (e.g., next to, in front of, behind)
2. Execute a simple positional direction
3. Identify where student is in relation to another object or background
4. Use one landmark on campus or in community to reach given destination
5. Use more than one landmark on campus or in the community to reach given destination

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LIFE SCIENCE

Descriptive Statement: Life on earth is complex and diverse. Students should know about the different kinds of life on earth, how living things depend on each other and how they change over time.

Life on earth is interdependent. Learning how to take care of personal needs can enhance independence. Learning how to care for other living things can increase self-confidence and develop responsibility.

Science Standard 13 Life Science First Grade – 2.b CAPA Levels 1-5	**Students know both plants and animals need water, animals need food and plants need light.**

Functional Performance Indicators:

1. Identify animals
2. Identify plants
3. Sort animals from plants
4. Match animals to their appropriate food source
5. Identify appropriate habitat for a specific animal
6. Identify appropriate lighted habitats for a specific plant (e.g., shade vs full sun)
7. Care for a plant
8. Care for an animal
9. Plant a seed/seedling and observe its growth

Science Standard 14 Life Science Kindergarten – 2.c CAPA Levels 2-5	**Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).**

Functional Performance Indicators:

1. Identify body parts on self
2. Identify animal body parts
3. Match animal body parts (same to same)
4. Match structures of a plant (stem, leaf, etc.)
5. Draw an animal with some body parts
6. Draw a plant with some plant structures

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Science Standard 15 Life Science Kindergarten – 2.a CAPA Levels 2-5	**Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).**

Functional Performance Indicators:

1. Match animal same to same (e.g., bird to bird)
2. Identify the classifications of animals (e.g., birds, reptiles, mammals)
3. Sort animals into classifications
4. Sort animals by different attributes (e.g., fur, feathers, scales)
5. Sort plants by different attributes (e.g., color, flowering, evergreen, cactus, etc.)
6. Identify similarities/differences among animals (e.g., domestic versus wild animals)
7. Identify similarities/differences among plants (e.g., edible versus non-edible plants)
8. Identify characteristics of a pet animal (e.g., what it eats, how active it is, when it sleeps)

Science Standard 16 Life Science Second Grade – 2.a CAPA Levels 2-5	**Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.**

Functional Performance Indicators:

1. Match same to same parent
2. Match same to same offspring
3. Match offspring to parent
4. Identify similar traits/characteristics of offspring to parent
5. Identify stages in the life cycle of an animal/plant
6. Sequence the life cycle of an animal/plant

Science Standard 17 Life Science Second Grade – 2.d CAPA Levels 2-5	**Students know there is variation among individuals of one kind within a population.**

Functional Performance Indicators:

1. Identify variations in the physical attributes of individuals/animals/plants (e.g., color, height, size, etc.)
2. Match variations in the physical attributes of individuals/animals/plants
3. Sort according to variations in the physical attributes of individuals/animals/plants

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EARTH SCIENCE

Descriptive Statement: Weather is a constant and ever changing force. Students should know about different kinds of weather and different environmental conditions and respond appropriately for comfort.

Science Standard 18 Earth Science Kindergarten – 3.b CAPA Levels 1-5	**Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.**
Science Standard 19 Earth Science First Grade – 3.b CAPA Levels 3-5	**Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.**

Functional Performance Indicators:

1. Match pictures of weather to same
2. Identify various kinds of weather
3. Identify weather descriptors (e.g., temperature, precipitation, wind, etc.)
4. Categorize appropriate clothing according to weather conditions
5. Categorize various weather conditions to specific seasons (e.g., snow to winter)
6. Record daily weather conditions to show weather trends
7. Dress appropriately for different weather conditions
8. Use weather prediction to determine what to wear to school/work